

Montana Content Chart for Health

Standards	Grade Level Expectations
<p>Standard 1-Students have a basic knowledge and understanding of concepts that promote comprehensive health.</p>	<ol style="list-style-type: none">1. Describe relationships between personal behavior and individual well-being. ML - 3.4.1. RE - 1.4.1. SC - [1.4.1]; 1.4.2. SL - [2.4.4]; 3.4.6. WR - 4.4.1; 4.4.2; 4.4.3.2. Describe the basic structure and function of body systems, emphasizing growth and development. SC - [1.4.5]; 3.4.2. SL - 2.4.4. WR - 4.4.4.3. Identify common health problems (e.g., dental caries) that should be detected and treated early. TE - 1.4.1. ML - 3.4.1. RE - 1.4.2. SC - [1.4.3]; 1.4.4. WR - 4.4.1.4. Identify personal health-enhancing strategies (e.g., physical activity, nutrition).

Content Standards for Health Enhanced

Grade 4

Grade 8

ween personal health behaviors and
4.4.1. RE - 1.4.2; 4.4.5. SC - 3.4.2.
; 4.4.2; 4.4.3; 6.4.1; 6.4.3; 6.4.4.
e and function of the major human body
and development. TE - [5.4.2; 5.4.3;
L - 2.4.4]. WR - 4.4.1; 4.4.2; 4.4.3;
problems (e.g., eyes, ears, teeth, skin) that
early. TE - [5.4.2; 6.4.3; 6.4.4].
1.4.3]; 1.4.6. WR - 6.4.3; 6.4.4.
nancing strategies that encompass
nating (like saving, investing, and

1. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. MA - 6.8.2. ML - 3.8.1. RE - 1.8.1; 1.8.2; 4.8.2; 4.8.3; 4.8.7. [SC - 6.8.2]. SL - [2.8.4]; 3.8.6. WR - 4.8.1; 4.8.2; 4.8.3; 6.8.1; 6.8.3; 6.8.4.
2. Explain the function and maintenance of body systems, including the reproductive system. TE - [5.8.2; 5.8.3; 6.8.1]. [SL - 2.8.4]. WR - 4.8.1; 4.8.2; 4.8.3; 6.8.4.
3. Analyze how peers, family, heredity, and environment influence personal health. TE - [3.8.2; 5.8.2; 6.8.1; 6.8.3]; 6.8.4. ML - 1.8.1; 2.8.2; 4.8.2. RE - 1.8.2; 4.8.2; 4.8.7. SS - 6.8.3. [SL - 2.8.4; 3.8.6]. WL - 8.II.1. WR - 4.8.1; 4.8.2; 4.8.3; 6.8.1; 6.8.4.
4. Explain how the body's immune system protects the body from disease and infection. MA - 6.8.2. ML - 3.8.1. RE - 1.8.1; 1.8.2; 4.8.2; 4.8.3; 4.8.7. [SC - 6.8.2]. SL - [2.8.4]; 3.8.6. WR - 4.8.1; 4.8.2; 4.8.3; 6.8.1; 6.8.4.

Health Integration Enhancement

Upon Graduation

1. Analyze how attitudes and behaviors can impact health maintenance, disease prevention, and injury. **[TE - 6.12.1]. RE - 1.12.1; 1.12.2.
WR - 4.12.1; 4.12.2; 4.12.3; 6.12.4.**
2. Explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system. **RE - 1.12.1; 1.12.2.
WR - 4.12.1; 4.12.2; 4.12.3; 6.12.4.**
3. Analyze how the environment, public health policies, government regulations, research, and medical advances influence personal and community health. **TE - [1.12.1; 2.12.2; 5.12.2; 6.12.1; 6.12.2]. AR - 6.12.2.
ML - 4.12.3. RE - 1.12.1; 1.12.2; 1.12.4. WP - 2.12.3. WR - 4.12.1; 4.12.2;
4.12.3; 6.12.2; 6.12.3; 6.12.4.**
4. Explain how health information technology is used to support health.

Health Enhancement

		<p>3. Identify common health problems (e.g., heart disease, cancer, diabetes) that should be detected and treated early. TE - ML - 3.4.1. RE - 1.4.2. SC - [1.4.3]; 1.4.4.</p> <p>4. Identify personal health-enhancing strategies to prevent or reduce risks such as substance abuse, nutrition, exercise, injury prevention, and stress reduction, including HIV/AIDS prevention, and stress reduction. [5.4.2; 6.4.1; 6.4.3; 6.4.4]. ML - 3.4.1. RE - 1.4.2. SC - 3.4.2. [SL - 3.4.6]. WR - 4.4.1; 4.4.2.</p> <p>5. Identify the potential sources of environmental health hazards. TE - [5.4.2; 6.4.1]; 6.4.2; [6.4.3; 6.4.4]. ML - 4.4.3; 4.4.5. SC - [1.4.3; 5.4.1]; 5.4.3; [6.4.1; 6.4.2; 6.4.3; 6.4.1; 6.4.3; 6.4.4.</p>
	<p>Standard 2-Students demonstrate competency in a variety of movement forms.</p>	<p>1. Demonstrate mature form in all locomotor, manipulative and non-locomotor skills. TE - MA - 4.4.3.</p> <p>2. Combine movement skills in applied activities such as tag and up games. AR - 3.4.4 (DA).</p> <p>3. Acquire skills including perceptual, motor, and cognitive skills. AR - 3.4.4.</p>
	<p>Standard 3-Students apply movement concepts and principles while learning and developing motor skills.</p>	<p>1. Apply critical elements to improve performance of fundamental motor skills and some specialized skills. AR - 2.4.2 (DA).</p> <p>2. Recognize and apply movement concepts to improve performance. TE - 5.4.2. AR - 2.4.2 (DA).</p>
	<p>Standard 4-Students achieve and maintain a challenging level of health-related physical fitness.</p>	<p>1. Participate in a variety of developmentally appropriate activities involving each component of health-related physical fitness. TE - 1.4.1; 2.4.1; 2.4.3.</p> <p>2. Identify each component of health-related physical fitness. TE - 1.4.1; 2.4.1; 2.4.3.</p> <p>3. Associate each health-related physical fitness skill with improvement of personal health. TE - 1.4.1; 2.4.1; 2.4.3.</p> <p>4. Demonstrate individual progress toward achieving a challenging level of health-related physical fitness. TE - [1.4.1; 2.4.1; 2.4.3]. MA - 6.4.1; 6.4.2.</p>
	<p>Standard 5-Students demonstrate the ability to use critical thinking and decision making to enhance health.</p>	<p>1. Identify problem-solving processes specifically related to health issues. [TE - 5.4.1]. LM - 1.4.1; 1.4.2; 1.4.3. WR - 6.4.1.</p> <p>2. Access valid health information and resources. TE - 5.4.1; 5.4.2; 5.4.3; 5.4.4. WR - 6.4.1.</p>

<p>problems (e.g., eyes, ears, teeth, skin) that occur early. TE - [5.4.2; 6.4.3; 6.4.4]. 1.4.3]; 1.4.6. WR - 6.4.3; 6.4.4.</p> <p>enhancing strategies that encompass exercise, injury/disease prevention, infection, and stress management. TE - 2.4.2; SL - 3.4.1. RE - 1.4.2; 4.4.3; 4.4.5. 4.4.1; 4.4.2; 4.4.3; 6.4.1; 6.4.3; 6.4.4.</p> <p>issues of environmental hazards. 3; 6.4.4]. ML - 3.4.1. RE - 1.4.2; [5.4.3; 6.4.2]. SL - 2.4.4. WR - 6.4.4.</p>	<p>3. Analyze how peers, family, heredity, and environment influence personal health. TE - [3.8.2; 5.8.2; 6.8.1; 6.8.3]; 6.8.4. ML - 1.8.1; 2.8.2; 4.8.2. RE - 1.8.2; 4.8.2; 4.8.7. SS - 6.8.3. [SL - 2.8.4; 3.8.6]. WL - 8.II.1. WR - 4.8.1; 4.8.2; 4.8.3; 6.8.1; 6.8.4.</p> <p>4. Explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. TE - [5.8.2; 6.8.1; 6.8.3]. ML - 3.8.1. RE - 1.8.1; 1.8.2; 4.8.2; 4.8.7. [SL - 2.8.4; 3.8.6]. WR - 4.8.1; 4.8.2; 6.8.1; 6.8.3; 6.8.4.</p> <p>5. Explain how appropriate health care can prevent premature death and disability. TE - [5.8.2; 5.8.3; 6.8.1; 6.8.3]. MA - 6.8.2. ML - 3.8.1. RE - 1.8.2; 2.8.2; 2.8.7. [SC - 6.8.2]. [SL - 2.8.4; 3.8.6]. WR - 4.8.1; 4.8.2; 4.8.3; 6.8.1; 6.8.3; 6.8.4.</p>
<p>in all locomotor patterns and selected non-locomotor skills. TE - 2.4.2. AR - 3.4.4 (DA).</p> <p>in applied and dynamic settings or lead-and-follower roles. TE - 2.8.2.</p> <p>perceptual, motor, and rhythm.</p>	<p>1. Demonstrate a variety of physical skills which encompass lead-up games, rhythmic activities, dances, and individual, dual, and team sports. TE - 2.8.2. AR - 3.8.4 (DA). WP - 2.8.2.</p>
<p>improve personal performance in some specialized skills. TE - 5.4.2.</p> <p>ment concepts that impact the quality of movement. AR - 2.4.2 (DA, VA).</p>	<p>1. Understand and apply movement concepts to game strategies. 2. Identify and refine the critical elements of advanced movement skills. TE - 4.8.1. AR - 2.8.2 (DA). SC - 5.8.4. 3. Identify and understand the application of basic rules and strategies in a variety of physical activities.</p>
<p>developmentally appropriate fitness component of health related physical fitness.</p> <p>of health-related physical fitness. TE - 1.8.1.</p> <p>each component of health-related physical fitness. TE - [1.4.1; 2.4.1; 2.4.3]; 6.4.1.</p>	<p>1. Participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. TE - 1.8.2. 2. Understand and apply basic principles of training to improve health-related physical fitness. 3. Identify personal fitness goals. [TE - 6.8.1]. RE - 1.8.1; 1.8.2. 4. Demonstrate individual progress toward each component of health-related physical fitness. [TE - 2.8.2]. MA - 6.8.1; 6.8.2; 6.8.3.</p>
<p>processes specific to health-related issues. 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.4.5; 1.4.6.</p> <p>ation and resources. TE - [1.4.1]; 4.4.1; 4.4.2; 4.4.3; 4.4.4.</p>	<p>1. Individually and collaboratively apply problem-solving processes to health issues. TE - 6.8.1. LM - 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6. [WP - 2.8.1]. WR - 6.8.1.</p> <p>2. Analyze how health-related decisions are influenced by the attitudes and behaviors of individuals, families, and communities. TE - 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6.</p>

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tions, research, and medical advances influence personal and community health. TE - [1.12.1; 2.12.2; 5.12.2; 6.12.1; 6.12.2]. AR - 6.12.2.
ML - 4.12.3. RE - 1.12.1; 1.12.2; 1.12.4. WP - 2.12.3. WR - 4.12.1; 4.12.2;
4.12.3; 6.12.2; 6.12.3; 6.12.4.

4. Develop personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. TE - [5.12.2; 6.12.1].
WP - 2.12.4. WR - 4.12.1; 4.12.2; 4.12.3; 6.12.4.

5. Advocate for personal, family, and community health. [TE - 5.12.3].
ML - 3.12.1. RE - 1.12.5. SL - 2.12.4; 3.12.6. WR - 4.12.1; 4.12.2; 4.12.3;
6.12.2; 6.12.3; 6.12.4.

names,
1. Demonstrate a variety of physical skills which encompass dance, individual, dual and team sports, and lifetime physical activities.
TE - [1.12.1]; 2.12.2. AR - 3.12.4 (DA). [WP - 2.12.2].

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n a
1. Identify the characteristics of technically correct performance in a variety of movement forms. [TE - 1.12.1].
2. Apply rules and advanced strategies to a variety of physical activities.
3. Know and understand scientifically based information regarding movement performance. TE - [1.12.1].

ies
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1. Participate in a variety of fitness activities involving each component of health-related physical fitness. TE - 1.12.2; 5.12.1.
2. Demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs.
3. Design a personal fitness program. TE - [2.12.2; 5.12.1; 6.12.1]; 6.12.2.
RE - 1.12.1; 1.12.2. WR - 1.12.1; 1.12.4; 2.12.5; 4.12.3; 6.12.3.
4. Demonstrate individual progress toward each component of health-related physical fitness. [TE - 2.12.2].

1. Utilize various problem-solving strategies when making health decisions related to needs and risks of young adults. [TE - 5.12.1].
LM - 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5; 1.12.6. MA - 1.12.1.
ML - 3.12.1. WR 6.12.1.

Health

Standard 5-Students demonstrate the ability to use critical thinking and decision making to enhance health.

1. Identify problem-solving processes specific to health issues. [TE - 5.4.1]. LM - 1.4.1; 1.4.2; 1.4.3. WR - 6.4.1.
2. Access valid health information and resources. 5.4.1; 5.4.2. LM - 1.4.1; 1.4.3; 1.4.4; 4.4.1; 4.4.2. RE - 1.4.1; 1.4.2; 4.4.2; 4.4.6.
3. Explain how basic health information and resources can be used to set personal goals and decision making.
4. Set personal health goals and record progress. TE - 1.4.1; 1.4.2; [2.4.2]. WR - 4.4.2.
5. Predict results of positive health decisions.

Standard 6-Students demonstrate interpersonal communication skills to enhance health.

1. Describe characteristics needed to be a good family member. SL - [2.4.1; 2.4.2]; 4.4.2.
2. Demonstrate ways to communicate care and respect of self and others. SL - 1.4.1; 1.4.2; [3.4.1]; 3.4.2; 4.4.2; 4.4.3. WP - 2.4.1; 2.4.2; 2.4.3.
3. Demonstrate healthy ways to express needs and feelings. AR - 3.4.2. SL - 1.4.1; 1.4.2; 2.4.2; 2.4.3; 2.4.4. WR - 4.4.1; 4.4.2.
4. Demonstrate refusal skills. ML - 3.4.1; 3.4.2; 2.4.3; [3.4.1]; 3.4.2. WP - 2.4.4.
5. Demonstrate active learning skills. SL - 1.4.1; 2.4.5. WP - 2.4.4.
6. Demonstrate nonviolent strategies to resolve conflicts. ML - 3.4.1. SL - 2.4.2; 2.4.3; 3.4.8. WP - 2.4.4.

Standard 7-Students demonstrate health-enhancing behaviors.

1. Interact with friends and others through play and leisure activities. SL - 1.4.1; 2.4.2; 4.4.3. WP - 2.4.1.
2. Use physical activity as a means of self-expression and enjoyment. DA - 2.4.6; [3.4.2].
3. Experience enjoyment through physical activity.
4. Regularly participate in physical activities.
5. Demonstrate strategies to improve or maintain health.

<p>processes specific to health-related issues. TE - 1.4.2; 1.4.3; 1.4.4; 1.4.5; 1.4.6.</p> <p>ation and resources. TE - [1.4.1]; 4.4.1; 4.4.2; 4.4.3; 4.4.4; 4.4.5; 4.4.6. ML - 1.4.1; 1.4.2; 1.4.6.</p> <p>information and resources are used in learning.</p> <p>and record progress toward achievement. TE - 4.4.2.</p> <p>health decisions. MA - 6.4.4.</p>	<ol style="list-style-type: none"> Individually and collaboratively apply problem-solving processes to health issues. TE - 6.8.1. LM - 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6. [WP - 2.8.1]. WR - 6.8.1. Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community. Predict how decisions specific to health behavior have consequences for self and others. MA - 6.8.2. Describe personal factors that influence an individual's health goals. TE - 2.8.2 Explain a personal health plan that addresses needs, strengths, and risks. [TE - 6.8.2]. WR - 4.8.2. Identify the validity of health information and how culture, media, and technology influence choices. TE - 5.8.2; [6.8.1]. AR - 3.8.1; 6.8.2. LM - 1.8.1; 1.8.4; 4.8.1; 4.8.2; 4.8.3. ML - 1.8.1. RE - 4.8.3; 4.8.7. SS - 6.8.3. WL - 8.II.1.
<p>eded to be a responsible friend and friend. SL - 1.4.2; 4.4.2. WP - 4.4.1. WR - 1.4.1.</p> <p>communicate care, consideration, and respect. SL - 1.4.1; 1.4.2; 2.4.1; 2.4.2; 2.4.3; 2.4.4; 2.4.5. WP - 2.4.1; 4.4.1. WR - 4.4.1; 4.4.2.</p> <p>to express needs, wants, and feelings. SL - 1.4.1; 2.4.2; 2.4.3; [3.4.1]; 3.4.2; 4.4.2.</p> <p>ML - 3.4.1. SL - 1.4.1; 1.4.2; 2.4.2; 2.4.3.</p> <p>g skills. SL - 1.4.1; 1.4.2; 2.4.1; 2.4.2; 2.4.3; 2.4.4.</p> <p>ategies to resolve conflicts. AR - 3.4.8. WP - 2.4.4. WR - 6.4.4.</p>	<ol style="list-style-type: none"> Describe how the behavior of family and peers affects interpersonal communication. SL - 1.8.1; 2.8.2; 2.8.5. WP - [2.8.1]; 2.8.5. WR - 1.8.1. Demonstrate ways to communicate care, consideration, and respect of self and others. SL - 1.8.1; 2.8.1; 2.8.2; 2.8.3; 2.8.5; 3.8.2; 3.8.8; 4.8.1; 4.8.2. WP - 2.8.1; 2.8.5. WR - 4.8.1. Demonstrate healthy ways to express needs, wants, and feelings. AR - [1.8.1]; 3.8.2. SL - 2.8.1; 2.8.2; 3.8.2; 2.8.3; 4.8.1; 4.8.2. WR - 4.8.1. Demonstrate refusal and mediation skills to enhance health. ML - 3.8.1. SL - 1.8.1; 2.8.1; 2.8.2; 2.8.3; [2.8.5]; 3.8.2; 3.8.8; 4.8.1; 4.8.2. WP - 2.8.4. WR - 4.8.1; 4.8.4. Demonstrate strategies to analyze and manage conflict in healthy ways. ML - 3.8.1. SL - 1.8.1; 2.8.1; 2.8.3; [2.8.5]; 3.8.8; 4.8.1; 4.8.2; 4.8.3. WP - 2.8.4. WR - 4.8.1; 6.8.4.
<p>others through participation. AR - 1.4.4. WP - 2.4.1.</p> <p>means of self-expression. AR - 2.4.1</p> <p>ugh physical activity.</p> <p>ysical activity.</p> <p>mprove or maintain personal health.</p>	<ol style="list-style-type: none"> Enjoy participation in physical activity. Recognize the social benefits of physical activity. Participate in health-enhancing physical activity outside of school. Work cooperatively with a group to achieve group goals in both cooperative and competitive settings. AR - 1.8.4. [WP - 2.8.1]. Demonstrate strategies to improve or maintain personal and family health.

1. Utilize various problem-solving strategies when making health decisions related to needs and risks of young adults. [TE - 5.12.1].

LM - 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5; 1.12.6. MA - 1.12.1.

ML - 3.12.1. WR 6.12.1.

2. Predict immediate and long-term impacts of health decisions on the individual, family and community. MA - 1.12.1.

3. Implement a plan for achieving personal health goals. TE - 5.12.3; [6.12.1].

4. Evaluate progress toward attaining personal health goals. TE - 5.12.3; [6.12.1].

5. Formulate an effective plan for lifelong health. TE - [2.12.2]; 5.12.1; [6.12.1]. WR - 4.12.2.

6. Locate, evaluate, and utilize credible health information.

TE - [1.12.1]; 5.12.2. LM - 1.12.1; 1.12.4; 4.12.1; 4.12.2; 4.12.3. ML - 2.12.1; 4.12.2. RE - 1.12.2; 4.12.1; 4.12.3; 4.12.4; 4.12.7.

1. Describe skills for communicating effectively with family, peers and others. SL - [1.12.1]; 2.12.1; 2.12.2; 2.12.5; 3.12.2; 3.12.8; 4.12.2.

[WP - 2.12.1].

2. Demonstrate ways to communicate care, consideration, and respect of self and others. SL - [1.12.1]; 2.12.1; 2.12.2; 2.12.3; 2.12.4; 2.12.5; 3.12.2; 3.12.8; 4.12.2. WP - 2.12.1.

3. Demonstrate healthy ways to express needs, wants, and feelings.

AR - 1.12.1; [3.12.2]. SL - [1.12.1]; 2.12.2; 2.12.3; 3.12.2; 4.12.3.

4. Demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others. ML - 3.12.1.

SL - [1.12.1]; 2.12.1; 2.12.2; 2.12.3; 2.12.5; 3.12.2; 3.12.4; 3.12.8; 4.12.2.

WP - 2.12.4.

5. Analyze how interpersonal communication affects relationships.

SL - [1.12.1]; 2.12.1; 2.12.3; [2.12.4]; 2.12.5; 4.12.2. WR - 1.12.1.

6. Analyze the possible causes of conflict and demonstrate strategies to manage conflict. ML - 3.12.6; 4.12.3. SL - [1.12.1]; 2.12.1; 2.12.2; 2.12.3; 2.12.5; 3.12.4; 3.12.8; 4.12.2. WR - 1.12.1; 6.12.4.

1. Regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis.

2. Experience enjoyment from physical activity and a healthy lifestyle.

3. Participate in activities that promote community well-being.

4. Initiate independent and responsible health-enhancing personal behavior.

5. Demonstrate strategies to improve or maintain personal, family, and community health.

LEGEND:

Content Code:

This chart illustrates the “explicit” and “implicit” over standards with minor adjustments.

AR - Arts (dark pink)

HE - Health E

ML - Media Literacy (blue)

RE - Reading C

TE - Technology (purple)

WP - Workplace

User Code:

HE 1.4.2 = Health Enhancement, Standard 1, Grade



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“explicit” overlaps in the standards. With “explicit” overlaps, a teacher will naturally cover both standards. With “implicit”

Health Enhancement (black)

Reading (blue)

- Workplace Competencies (yellow)

ard 1, Grade 4, Benchmark 2

LM - Library Media (pink)

SC - Science (red)

WL - World Languages (lilac)

LT - Literature (blue)

SS - Social Studies (gold)

WR - Writing (blue)

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“implicit” (in brackets ex: [RE - 1.4.2]) a teacher could easily teach both

ue) MA - Math (green)
s (gold) SL - Speaking and Listening (blue)
ue)

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